

Jr. High Choir - Grades 7-8
District 2853

Month	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
September	<ul style="list-style-type: none"> - Vocal Placements - SAB - Vocal Range - Music Sight-Reading to review - Vocal Production and Techniques - Breathing, Tone Production, Rhythms - Vocal Warm-ups importance - Good Rehearsal Techniques 	<p>Artistic Interpretation Understanding - Benchmark #1</p> <p>Creativity and Performance Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> - List types of voicings - Identify by sound the different voice classifications - Improve sight-reading skills - Demonstrate proper breathing techniques, good tone production, correct rhythms, and posture - Demonstrate and understand the importance of vocal warm-ups 	<ul style="list-style-type: none"> - Section and large group listening and demonstrating - Group discussions and evaluations - Teacher evaluations and observations - Written assignments
October	<ul style="list-style-type: none"> - Enhance Warm-ups - Continued Sight-reading - Selection of Christmas pieces - Vocal Production and Techniques - Diction, Rhythm, Tone, Breathing - Good Rehearsal Techniques - Conducting Patterns 	<p>Artistic Interpretation - Ability - Benchmarks #1, #2, #3</p> <p>Understanding - Benchmark #1</p> <p>Creativity and Performance Understanding - Benchmarks #1, #2, #3</p>	<ul style="list-style-type: none"> - Warm-ups, demonstrate and understand the importance - Sing literature at levels 2-3 with proper vocal production and techniques - Recognize basic conducting patterns - Perform basic conducting patterns 	<ul style="list-style-type: none"> - Small and large group demonstration - Self-Observation/Self-Assessment form - Assessment Master 7 in CC1MBk - Listening Assessment form - Assessment Master 8 in CC1MBk - Teacher daily group evaluations - Teacher evaluation of conducting patterns
November	<ul style="list-style-type: none"> - Warm-ups - Refine Christmas pieces - Historical and musical context of selected literature - Continue strengthening vocal production and techniques 	<p>Artistic Interpretation Understanding - Benchmarks #1, #2, #3, #4</p> <p>Creativity and Performance Ability - Benchmarks #1, #2, #5</p> <p>Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> - Warm-ups, demonstrate and understand the importance - Discuss the historical context of selected literature - Sing literature at level 2-3 with proper vocal production and techniques - Sing unison, 2 and 3 part literature using proper vocal production and techniques 	<ul style="list-style-type: none"> - Small and large group demonstration - Self-Observations/Self-Assessment form - Assessment Master 8 in CC1MBk - Teach daily group evaluations - Rubric for Diction black line mater 1 from CC1TBk - treble level 1 - Breathing Attributes Checklist black line master 2 from CC1TBk - treble level 1

December	<ul style="list-style-type: none"> Warm-ups and Keeping the Voice Healthy Memorize Christmas pieces Stage performance etiquette Public performance of Christmas pieces Good rehearsal techniques followed 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmark #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmark #1 <p>Creativity and Performance Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3 	<ul style="list-style-type: none"> Warm-ups, demonstrate and understand the importance Discussion about keeping your voices healthy - handout prepared Discussion and on stage demonstrations about stage performance 	<ul style="list-style-type: none"> Small and large group demonstrations Group discussion about Keeping the Voice Healthy - worksheet Breathing Checklist, Skill Master 11 from the CC1MBk Public evaluation Video tape of public performance Student Performance Evaluation Rubric, Assessment Master 4 from CC1MBk
January	<ul style="list-style-type: none"> Warm-ups and good rehearsal techniques Rhythm expansion Sight-read a variety of music level 2-3 in unison, 2 and 3 part music Learning the creation process 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmark #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3 <p>Creativity and Performance Ability</p> <ul style="list-style-type: none"> - Benchmark #2 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> Warm-ups, demonstrate and importance Rhythmic reading challenges Sing variety of music levels Creation Process through Music 	<ul style="list-style-type: none"> Small and large group demonstrations Self-Observations/Self-Assessments, Assessment Master 7 Rhythm challenges, Skill Master 5 & 6 Written assignments and games
February	<ul style="list-style-type: none"> Warm-ups and good rehearsals followed more consistently Pitch and interval expansion Sight-singing 3 & 4 part music Discuss Renaissance Period Begin selecting Spring Concert music 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 <p>Creativity and Performance Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> Warm-ups, demonstrate and understand importance Student will expand and understand pitch and interval Become aware of Renaissance Period and know who some composers, artists, authors were Become somewhat familiar with the Renaissance Period music 	<ul style="list-style-type: none"> Small and large group demonstrations Written evaluation of intervals Teacher evaluation of performance of major intervals through simple drills Written research paper, 1-2 pages Large group listening games Sharing projects about music from the Renaissance Period
March	<ul style="list-style-type: none"> Warm-ups and good rehearsal techniques followed consistently without reminders Key signature discussions Refinement of spring concert music 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmark #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3, #4 <p>Creativity and Performance Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, 	<ul style="list-style-type: none"> Warm-ups, demonstrate and understand importance Understand and name major key signatures Demonstrate in large group the level 2-3, 3 part music selected for public performance Become aware of the Baroque Period and know who some composers, 	<ul style="list-style-type: none"> Small and large group demonstrations Teacher evaluation Student evaluation Written research on the Baroque Period, 1-2 pages in length Group evaluation from watching video tape of the Baroque Period

	<ul style="list-style-type: none"> Discuss the Baroque Period 	#2, #3 Understanding - Benchmarks #1, #2, #3	<ul style="list-style-type: none"> artists, and authors were Become familiar with the sound of the Baroque Period music 	
April	<ul style="list-style-type: none"> Warm-ups and good rehearsals Continue refinement of spring concert music Discuss the Classical Period Stage performance techniques 	Artistic Interpretation - Ability - Benchmarks #1, #3 Understanding - Benchmarks #1, #2 Creativity and Performance Ability - Benchmarks #1, #4, #5 Understanding - Benchmarks #1, #2, #3	<ul style="list-style-type: none"> Warm-ups, demonstrate and understand the importance Good rehearsal techniques followed to refine spring concert music level 2-3 Become aware of the Classical Period Become familiar with the sounds of the Classical Period 	<ul style="list-style-type: none"> Small and large group demonstrations Teacher evaluation Student evaluation Written research on the Classical Period, 1-2 pages in length Group evaluation from watching video tape
May	<ul style="list-style-type: none"> Warm-ups and good rehearsal techniques Public performance of the spring concert music Discuss Romantic and Contemporary Periods 	Artistic Interpretation - Ability - Benchmark #3 Understanding - Benchmarks #1, #2 Creativity and Performance Ability - Benchmarks #1, #2, #5 Understanding - Benchmarks #1, #2, #3	<ul style="list-style-type: none"> Warm-ups, demonstrate and understand the importance Good rehearsal techniques followed to refine spring concert music level 2-3 Good performance skills followed to perform in public Become aware of the Romantic and Contemporary Periods 	<ul style="list-style-type: none"> Small and large group demonstrations Teacher evaluation of rehearsal Student evaluation Public evaluation Group presentations on the Romantic and Contemporary Periods

ARTISTIC INTERPRETATION

A student shall demonstrate the "ability" to:

- #1 Communicate a personal reaction to performances of original works, compositions, or
- #2 Interpretations and performances of existing music using the components of music; and
- #3 Use criteria to evaluate musical performances.

A student shall demonstrate an "understanding" of:

- #1 How the components of music are used to convey meaning:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - vocabulary;
 - styles (for example, blues, jazz, or opera); and
 - structures (for example, ABA);
- #2 The connection between a work of music, its purpose, and its cultural and historical contexts; and
- #3 How the vocabulary of music is similar to and
- #4 Different from other arts areas (for example, dance, theater, or visual arts).

ARTISTIC CREATIVITY AND PERFORMANCE

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create and perform in a variety of musical contexts;
- #2 Express and communicate ideas using the components of music;
- #3 Use improvisation and composition to generate ideas for artistic expression in music;
- #4 Make and explain artistic choices in composing and performing music; and
- #5 Use feedback to revise musical creation or performance.

A student shall demonstrate an "understanding" of:

- #1 The components of music:
 - elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - vocabulary;
 - styles (for example, blues, jazz, or opera); and
 - structures (for example, ABA);
- #2 Technical skills of music (for example, singing or playing instruments); and
- #3 How audience and occasion affect artistic choices when composing and performing.